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This booklet presents information about the scope of the New York State Department of Education programs for the disadvantaged (as of 1966). The contents are arranged under the headings of teachers of the disadvantaged, and disadvantaged children, youth, and adults. Lists of school districts participating in various projects and programs are included. Each entry under the various headings contains a brief description, the name of the participating school district and funding agency, and the source to contact for further information. (NH)

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT/1966

"CULTURALLY DISADVANTAGED"
SCHOOL COMMUNITY PROGRAMS

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Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

Programs for Progress

UD 008 545

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EQUAL EDUCATIONAL OPPORTUNITIES
PROGRAM COLLECTION

• • • A message from your State Education Department

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NEW YORK

AND THE DISADVANTAGED

The primary goal of your State Education Department is to make education as accessible as possible to each citizen of New York, enabling the individual to develop his full potential in American society.

Historically, the Department has interpreted this as a mandate for establishing community programs which reach the citizen unable to participate satisfactorily in the ordinary school routine. Projects for physically handicapped students are well-established illustrations of the Department's concern. In programs for blind students, for example, the Department has developed special techniques and materials permitting the student to overcome the disadvantage of sightlessness so he might study to the extent of his desire and develop his capacities as a productive citizen.

Even such a well-known, and by now familiar, educational program as the centralized school can be described as a successful attempt to devise a community solution to a problem of the disadvantaged. For what the centralized school does is pool the resources of several districts, providing students with the comprehensive educational experience that could not exist in a smaller, single unit.

Today, American society has become sensitive to the fact that economic deprivation and social discrimination are as severe a handicap to the citizen as any physical disability or inadequate school facility. For many people poverty and custom determine that they will not achieve the success their talents deserve. Indeed, the State Education Department assumes a person disadvantaged by his economic and social circumstances deserves compassionate help to reorient him into the productive community.

This booklet illustrates the scope and variety of the Department's current response to the conditions, and its efforts to help the citizen of New York State remedy educational disadvantage. The booklet's principle of organization is the total educational process. Thus, the programs describe the teacher learning about students and their environment; the child learning basic skills and relationships with his environment; the youth learning best how to achieve his academic or vocational goals, and the adult student learning how to continue his self-development.

This sense of total involvement is further demonstrated by the dynamic quality of the general effort described which includes completed, current, and experimental programs of education. And certainly, the most significant characteristic of the overall picture is the high degree of local participation at all planning and execution stages—another demonstration of the democratic orientation of the Department-local district relationship.

The scope of the State Education Department's programs for disadvantaged students will be broadened even further by the Elementary and Secondary Education Act of 1965. Title I—the major part of the Act—provides financial support to local agencies for assisting in the education of children of low-income families. New York State has been allocated $109 million for fiscal 1965-66. Section 201 of Title I —*Declaration of Policy*—states its purposes:

> . . . In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

The responsibility for administering Title I in New York State rests with the State Education Department.[1] To date, the Title I Office in the Department has received 754 project applications from 463 school districts. These projects represent a potential expenditure of $69 million in prekindergarten programs, curriculum innovations, vocational training, pupil enrichment programs, increases in pupil personnel services and other school staff, remedial services, in-service teacher training, after school study centers, and summer programs. We are indeed fortunate that Title I expenditures offer New York the opportunity to extend the State's present efforts in providing education for disadvantaged students and developing additional methods to compensate for disadvantage.

[1] *Information about Title I projects is available through:*
Irving Ratchick
Coordinator
Title I, Elementary & Secondary Education Act of 1965
State Education Department, Albany

FOR TEACHERS

OF THE

DISADVANTAGED

WORKSHOP FOR TEACHERS

This 6-week workshop is designed to familiarize urban teachers with conditions related to disadvantaged students. With the State Education Department providing funds and initiating contacts, the workshop aims toward preparing teachers to work more knowledgeably with students from predominantly disadvantaged areas. The Department plans a similar institute for 1966.

The 1965 workshop was held at Queens College, Flushing, N. Y. Stressing the teaching of mathematics and language arts, the workshop involved 25 junior high school teachers employed in schools serving substantial numbers of disadvantaged children in New York City.

Participating School Districts:

New York City—junior high schools in the Negro "ghetto"

Funding:

N. Y. State funds for the in-service and pre-service education of teachers

For information about future workshops contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

COLLEGIATE PROGRAMS

To better enable New York City area teachers to work with disadvantaged elementary and secondary school children, the Department made available grants for approximately 500 teachers so they could attend courses offered during the spring of 1966 by Brooklyn College, City College, Hunter College, Teachers College of Columbia University, and Yeshiva University.

The Department programs included courses on the urban community, treatment of disabilities in language arts, behavioral problems, and reading improvement.

Participating School Districts:

New York City and surrounding districts

Funding:

Title I of the Elementary and Secondary Education Act, allocation to the State Education Department for the in-service and pre-service education of teachers

For information on how you may obtain a grant contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

PROSPECTIVE TEACHER PROGRAMS

With an eye toward raising the level of educational achievement in disadvantaged communities and preparing teachers to work more effectively in those communities, the Department—during the spring of 1966—also sponsored two programs for liberal arts graduates preparing to become teachers of disadvantaged children. The courses were conducted at Brooklyn College and City College in New York City.

A typical training program included both classroom work and field experience in schools located in deprived areas.

Participating School Districts:

Predominantly New York City

Funding:

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

For information concerning prospective teacher programs contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

CONFERENCES ON TEACHING DISADVANTAGED

In May 1966 at Yeshiva University, 200 skilled New York City teachers of disadvantaged children, and professors from a variety of metropolitan institutions, attended this conference hoping to identify the problems of children in urban schools and thereby aid teachers to deal more effectively with these children.

The participants discussed their mutual concerns and experiences in teaching disadvantaged children, and gained a more personal insight into any future problems.

Participating School Districts:

New York City

Funding:

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

For information about the conference contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

SEMINAR ON AFRICA

The seminar—initiated in 1966 with plans for future seminars—provides a program in sub-Saharan African history and culture for elementary and secondary school teachers in Central New York.

The seminar planners scheduled eight 4-hour sessions at the Continuing Education Center for the Public Service, Syracuse University, covering such topics as: the History of Africa, Cultural Patterns, Politics and Government of Traditional and Modern Africa, Problems of Social Change, African Art and Art Forms, and Africa in World Affairs, among many others.

Funding:

The seminar is allocated funds under Title III of the National Defense Education Act

For information on how you may attend contact:

Norman Abramowitz
Associate
Office of Foreign Area Studies
State Education Department, Albany

or

Fred Burke
Director
Center for Eastern African Studies
Syracuse University

MODEL SCHOOL PROGRAMS FOR DISADVANTAGED STUDENTS

During the spring of 1966, conferences and in-service programs were conducted for teachers in a Brooklyn slum school in an attempt to develop "model" programs applicable to other elementary schools serving disadvantaged children.

The goal in this case is to improve the quality of instruction for children attending Public School 21K, Brooklyn, and thereby developing the "model" programs.

Participating School Districts:

New York City

Funding:

Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

For information on the conference and programs contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

TEACHING OF READING

Courses on the teaching of reading are offered by 21 school districts in the State to teachers in the districts who work with substantial numbers of disadvantaged children. More than 1,000 elementary and secondary school teachers receive further training in this area in projects located in upstate New York and on Long Island.

The major goal of the projects is improving the teaching of the basic skill of reading to disadvantaged children at both elementary and secondary school levels. A typical program might include a 10-session course offered once a week to all the elementary school teachers who instruct disadvantaged children in a given district. Discussions between participating teachers and consultants working with them, deal with improving the reading environment, experience charts and their application in a reading program, and techniques and materials used in teaching disadvantaged.

Participating School Districts:

The 21 participating school districts are listed on page 39.

Funding:

Co-supported by local school district funds and Title I of the Elementary and Secondary Education Act, allocation to the Department for the in-service and pre-service education of teachers

For information about running these programs in your district contact:

Alvin Lierheimer
Director
Division of Teacher Education and Certification
State Education Department, Albany

INTEGRATION PROGRAM SURVEY PLANNING

The Center on Innovation in Education of the State Education Department in cooperation with Yeshiva University, surveyed the potentials and problems of two contiguous elementary schools between June and August 1965, with an aim toward developing a program for high quality integrated education.

The task of the survey was the creation of a comprehensive plan indicating the staffing, in-service training, curricular organization, instructional procedures and materials, guidance services, and school-community relationships needed for successful integration.

During the 2 months, the school populations were surveyed to discover familial and socio-economic goals and attitudes. Socio-metric data on student relationships was gathered. Teachers and administrators were interviewed to determine their attitudes, as well as to locate problems. This information was used as the basis of discussion in planning sessions with the school staff.

Participating School Districts:

Public Schools 30 and 80, Queens County

Funding:

Public Law 531 and State Education Department

For information concerning a program of integration contact:

Mrs. Shirley Sargent
Education Aide
Center on Innovation in Education
State Education Department, Albany

CURRICULUM MATERIALS

In 1966, the Department initiated an investigative program to develop curriculum materials for disadvantaged students in secondary schools. The Department seeks to identify impediments to the learning process experienced by the disadvantaged so the Department may suggest improved methods for educating them. In gathering successfully tested practices, the Department will offer consultation to local districts and distribute results of the investigation.

Representative of the current programs are efforts to show the interrelationship in the teaching of 7th grade mathematics and English so that students will appreciate the commonality rather than be distracted by apparent fragmentation of academic study.

Funding:

Title I of the Elementary and Secondary Education Act

For information about current investigations contact:

Gordon Van Hooft
Chief
Bureau of Secondary Curriculum Development
State Education Department, Albany

FOR

DISADVANTAGED

CHILDREN

TALENT SEARCH

With the State Education Department providing funds and suggestions in developing local district programs, this guidance and enrichment project currently is focusing on disadvantaged students from elementary school through grade nine. Begun in 1960, Talent Search aspires to raise the academic process of the underachieving student and to develop this student's insight into his own abilities and career potential.

A look at a typical program shows the local guidance department identifying a small group of underachieving students. The local department then intensifies its activities through group meetings, home visits, and increased participation by the school staff. Additionally, the students' programs are enriched with industrial visits, cultural trips, and college tours, all aimed at directing their attention to career possibilities.

Participating School Districts:

The 43 participating school districts are listed on page 39.

Funding:

National Defense Education Act, Title V-A

For information on Talent Search, contact:

Harlow Hopkins
Supervisor
Bureau of Guidance
State Education Department, Albany

ABLE

Project ABLE is an expanding demonstration program of compensatory education for disadvantaged students from prekindergarten to grade 12. The State Education Department provides funds and assistance for curricular and program revision over a 5-year period.

Project ABLE has 3 basic goals:

1. improving the educational experience and the opportunities of disadvantaged students;
2. helping these students develop positive attitudes toward education; and
3. increasing the number of school staff engaged in educating disadvantaged students.

While there is no typical program, the various districts work toward ABLE'S objectives by organizing special classes in remedial reading, arithmetic, and other academic areas; by discussing the student's problems, prospects, and progress with parents; and by promoting general understanding of disadvantaged children among the faculty through conferences, workshops, and orientation sessions.

Participating School Districts:

The 28 participating school districts are listed on page 39.

Funding:

ABLE is funded on a matching basis by the State and local districts

For information concerning Project ABLE, contact:

Harlow Hopkins
Supervisor
Bureau of Guidance
State Education Department, Albany

SUMMER SCHOOLS FOR MIGRANT CHILDREN

The Department also supervises and offers guidance for a summer school program for the children of seasonally employed agricultural workers in the State of New York. Begun in 1965, the program provides enrichment and remedial work in basic academic skills for various grade levels, and compensates these children whose irregular school attendance has hindered their acquisition of these basic skills.

The children attend school for five hours each day. A snack is served on arrival, and lunches are provided. Master teachers work with small groups of children and are assisted by teacher aides who may be parents of the children. Throughout the program, emphasis is placed upon citizenship and hygiene. Services of the school physician and nurse are also available.

Participating School Districts:

The 26 school districts participating currently are listed on page 39.

Funding:

Federal Economic Opportunity Act, Title III-B, and
Local Assistance Fund for Migrant Children, New York State

For information on how to involve your school in this program, contact:

R. Pratt Krull, Jr.
Supervisor
Bureau of Elementary School Supervision
State Education Department, Albany

PREKINDERGARTEN PROGRAMS

Several local school districts have been selected to develop and operate prekindergarten programs for disadvantaged students with the help of the State Education Department which provides evaluative and research services, in-service teacher training, and funds. This experimental research project was initiated in 1965 to run for 4 years.

Through programs of this stature the Department hopes to help disadvantaged children increase their capacity to learn, improve their social development, better their self-concept, increase their motor development, and instill positive attitudes toward school.

Districts operate two classes of 15-20 children each. Classes are a half day in length, and expose children, who would otherwise be excluded from nursery school, to a combination of the conventional materials and activities of prekindergarten and kindergarten classes.

Participating School Districts:

Greenburgh
Hempstead
Long Beach
Mt. Vernon
Schenectady
Spring Valley
Yonkers

Funding:

State Aid for Experimental Programs and U. S. Office of Education-Cooperative Research Program

For information on prekindergarten programs, contact:

Louis Di Lorenzo
Research Associate
Bureau of School Programs Evaluation
State Education Department, Albany

CHILD DEVELOPMENT AND PARENT EDUCATION

The Bureau of Child Development and Parent Education of the Division of School Supervision reviews and makes recommendations on applications for funds for Head Start Child Development Centers; Elementary and Secondary Act, Title I, prekindergarten programs; and for the prekindergarten programs financed through State and local district funds—all of which are especially designed for 3- and 4-year-olds in disadvantaged areas.

The Bureau offers consultation services to both public and private schools in developing sound programs for their younger children. Staff members observe active programs, and confer with school administrators, program coordinators, and teachers with an eye towards strengthening the programs for both child and parent. Assistance also is provided both in planning and conducting practical in-service education programs for teachers of disadvantaged younger children.

Among the many other services offered, the Bureau conducts special workshops and conferences for those administrators, supervisors, and teachers seeking to improve programs for disadvantaged children and their parents; assists school districts in planning for program evaluations; conducts leadership education workshops for parents and for professional leaders seeking to work more effectively with parent groups; and makes available materials to assist teachers, administrators and supervisors in developing these programs.

Funding:

Federal, State, and local

For more information contact:

Mrs. Dorotha Conklin
Chief
Bureau of Child Development and Parent Education
State Education Department, Albany

FOR

DISADVANTAGED

YOUTH

STEP

STEP is another expanding program with 2 primary goals:

1. assist potential dropouts to remain in high school and graduate; and
2. assist those who do drop out to find satisfactory full-time employment.

This guidance-oriented work-study program for potential high school dropouts 15 years of age or older, is backed by Department funds and Department direction for local programs for 5 years, after which the programs become locally supported.

Current programs are patterned like this: a teacher-coordinator meets daily with 20-25 potential dropouts for counseling and job placement. When students are employed by public agencies they are paid $.70 to $1 per hour *out of school district funds.* When they are employed by private business, the employer pays the wages.

Participating School Districts:

The 31 school districts participating in Project STEP are listed on page 39.

Funding:

The State Education Department matches, on a 50-50 basis, approved local expenditures for this program

For information on STEP, contact:

Harlow Hopkins
Supervisor
Bureau of Guidance
State Education Department, Albany

REENTRY

Project REENTRY is a summer counseling program for dropouts and potential dropouts 15 years of age and older. Begun in 1961, and continuing to date, the local programs receive funds and direction from the State Education Department.

Through programs like REENTRY and STEP, the Department in cooperation with local school districts, can encourage and assist the potential or recent dropout to remain in or return to school. A secondary aim is to maintain the counselor-student relationship throughout the summer period—and possibly longer.

Programs now in progress operate in a similar manner: the potential or recent dropout is identified in the spring. During the summer, the guidance department meets with the student and his parents, encouraging the student to complete his education and advising the parents of the obvious advantages of high school graduation. In the fall, counselors follow up individual cases, recommending practical academic programs; thus, the potential dropout earns a chance to reenter the educational mainstream.

Participating School Districts:

The 22 participating school districts are listed on page 39.

Funding:

Through National Defense Education Act, Title V-A and local contribution

For information about REENTRY, contact:

Harlow Hopkins
Supervisor
Bureau of Guidance
State Education Department, Albany

RETRAINING CHRONIC UNDERACHIEVERS

Originated in 1964, this experimental program was designed to develop procedures for identifying disadvantaged youth 14 years and older who are either chronic underachievers or potential dropouts. The Department allotted Federal funds and, if this experiment proves successful, will encourage other programs.

The program operates by pairing groups of eighth and ninth grade youths in an experimental situation. The purpose is to identify the disadvantaged students and redirect them. This is accomplished by orienting the students' entire program to the world of work, and through frequent industrial arts visitations.

A successful program will motivate the chronic underachiever toward job opportunities and salvage potential early leavers by encouraging them toward useful occupations.

Participating School Districts:

This experiment is currently going on at Baldwin Harbor Junior High School, Long Island

Funding:

Through Federal Vocational Education Act of 1963, Title IV-A

For information on setting up your program, contact:

Alan Robertson
Acting Director
Division of Research
State Education Department, Albany

TRAINING UNDERACHIEVERS

Boys and girls, 14 years of age, who have been identified as apathetic and chronic underachievers, are the objects of a research project operating during the school year 1965-66. The project is searching for methods of training these students in basic skills and techniques needed for service occupations.

Vocational techniques and methodology are used so that the student are introduced to academic skills as they find need for them in learning a trade. Boys are trained to work as maintenance mechanics, and girls as practical aides.

Successful programs should change the goals of apathetic students toward productive employment, and stimulate the apathetic non-reader to a point where he may enter a skilled craft or return to academic study.

Participating School Districts:

Westchester County BOCES #1 currently participates in this project

Funding:

Vocational Education Act of 1963

For information on similar projects, contact:

Robert Seckendorf
Director
Division of Occupational Education Supervision
State Education Department, Albany

RETRAINING POTENTIAL DROPOUTS

This program was started in 1965 because of the State Education Department's interest in developing procedures for salvaging students on the verge of dropping out of grades 9 through 12, and into the unskilled labor market. The Department supplied Federal funds and intends to encourage similar programs, all with the common goal of preparing the potential dropout for a useful vocation rather than surrendering him to the unskilled worker category.

Programs may operate in the same manner as the project currently underway in Northern Westchester. Feeder schools send youths from grades 9 through 11—all on the verge of dropping out—to the vocational center of the supervisory district. There the student is placed in an open-ended, permissive program with a strong industrial vocational orientation coupled with extensive remedial and psychological services.

Participating School Districts:

This project is now in operation in Yorktown Heights, Westchester

Funding:

The project is funded through the Federal Vocational Education Act of 1963, Title IV-A

For information concerning this experiment, contact:

Alan Robertson
Acting Director
Division of Research
State Education Department, Albany

THE DISADVANTAGED PUPIL

For students 15 to 17 years of age, who have been identified as potential dropouts, the State Education Department has a program (initiated in 1965) which provides two years training in developing entry-level skills in service-type occupations. The Department will also provide the local district with materials, program outlines, and general direction through teacher workshops and consultant services.

With this program, the Department intends to motivate students' interest toward improving their own ability to relate effectively to others, and to provide basic training for these students in occupations such as: Child Care and Guidance; Food Production and Services; Health Services; Clothing and Textiles; Care and Maintenance of Facilities; and Housing, Interior Design and Home Furnishings.

A typical program currently operating takes 12-14 of these students —locally classified as 9th or 10th graders—and provides them with 40 weeks training, one or two periods a day, focusing on kitchen and snack bar work. The facilities of the home economics department and a home economics teacher are used in this program.

Participating School Districts:

Copiague U.F.S.D. #5 and Seaford U.F.S.D. #6 are presently operating programs of this nature

Funding:

Through the Federal Vocational Education Act of 1963

For information about setting up a program in your district, contact:

Laura Ehman
Chief
Bureau of Home Economics Education
State Education Department, Albany

AFTER SCHOOL VOCATIONAL CENTERS

From November 1964 through June 1965, the State Education Department aided educationally disadvantaged students prepare themselves for immediate employment by providing occupational training programs to high school seniors and graduates lacking saleable skills. The Department approved projects and disbursed funds.

More than 400 students from the New York City Board of Education schools received training in commercial skills—comptometry, typing, dictaphone, traffic, and key punching.

Funding:

Through Public Law 88-210 and State appropriations

For information concerning After School Vocational Centers, contact:

Maurice Hopkins
Assistant Supervisor
High School Division
New York City Board of Education

or

Robert Seckendorf
Director
Division of Occupational Education Supervision
State Education Department, Albany

WORK STUDY

In operation during the 1965-66 school year, the State Education Department's Work Study Program provides part-time employment to secondary school or community college level students, 15-21 years of age, helping them commence, continue, or return to a full-time vocational educational program.

The Department acts as the funding agency and provides consultative services so that disadvantaged students can overcome financial needs preventing them from learning a vocational skill, as well as develop their individual interests and abilities in occupations for which an economic demand is foreseen.

A typical Work Study Program for students attending vocational education classes, may include a maximum of 15 hours a week employment in a public agency or institution, for which the student can earn a maximum of $45 a month or $350 a year.

Participating School Districts:

Participating in this project are 100 of the State's school districts—see page 39.

Funding:

Through Public Law 88-210, Section 13

For information on Work Study, contact:

Louis Cohen
Acting Supervisor
Youth Work Study Unit
State Education Department, Albany

COLLEGE COMMITTEE

The College Committee on the Disadvantaged was formed in 1964 as an advisory group to the State Education Department with the sole purpose of expanding higher educational opportunities in New York State for disadvantaged students.

To date the Committee has acted toward its purposes by preparing guidelines for college self-study with regard to programs for the disadvantaged; distributing a publication—"Expanding Opportunities for Higher Education"—describing programs for the disadvantaged; surveying college admissions programs for the disadvantaged; sponsoring conferences, and offering consultative services to colleges and universities.

Funding:

Allocated by the State Education Department

For information about the committee and its services, contact:

Allan Kuusisto
Assistant Commissioner
for Higher Education
State Education Department, Albany

SCHOLAR INCENTIVE AID

Since 1965, a new provision in the eligibility requirements for scholar incentive assistance has extended opportunities for higher education to disadvantaged students. Jointly administered by the State Education Department, Division of Higher Education, and the Regents Examination and Scholarship Center, the new provision makes available financial assistance toward college education to disadvantaged students in those colleges which have special programs for the disadvantaged.

Now, educationally disadvantaged students become eligible for financial aid when they are admitted to a college's program for the disadvantaged. They are considered in full-time attendance when they carry 12 hours of course work, even though this may include remedial, noncredit study.

Funding:

Allocated through the State's Scholar Incentive Program

For information, contact:

Allan Kuusisto
Assistant Commissioner
for Higher Education
State Education Department, Albany

SERVICE OCCUPATIONS FOR SLOW LEARNERS

The Service Occupation Program provides slow learners with vocational skills so they will be job-ready in at least one occupation. It also provides academic skills that complement the vocational training and help the student earn a high school diploma or special certificate. The State Education Department provides consultative services and disburses funds for this 4-year demonstration project for the academic and vocational training of 200 secondary school students identified as slow learners.

A typical program combines class periods and work experience together with vocational guidance, preparing the student for work in one of the following occupational service areas: Building Maintenance, Clothing Distribution, Food Trade, Landscaping, General Office, Service Station, Electro-Mechanical Repair.

Participating School Districts:

Currently, Syosset, Nassau County, is operating a Service Occupation Program

Funding:

Through the Federal Vocational Education Act of 1963

For information on how your district might effect this type program, contact:

Robert Seckendorf
Director
Division of Occupational Education Supervision
State Education Department, Albany

or

Vocational Education and Extension Board
2860 Old Country Road
Mineola, N. Y.

BUILDING MAINTENANCE TRAINING

Secondary school students or out-of-school youth identified as having limited academic ability—a group previously not served at all—will be trained as building maintenance workers through this program of vocational education. Initiated in 1965, the program intends to develop the student's understanding of maintenance and preservation of buildings, as well as his skills in renovation, remodeling, and grounds-keeping work.

A typical program involves some 50-60 students. During a 2-year period, the students receive 15 hours training each week as porters, charwomen, utilitymen, and firemen. In addition, they are provided vocational guidance services.

Participating School Districts:

A program of this type is presently in operation in Erie County BOCES #1

Funding:

Through the Federal Vocational Education Act 1963

For information, contact:

Ernest Hoeldtke
District Superintendent
Erie County BOCES #1

or

Robert Seckendorf
Director
Division of Occupational Education Supervision
State Education Department, Albany

SERVICE OCCUPATION PROGRAM FOR POTENTIAL DROPOUTS

Originated in 1964, the Service Occupation program is a multi-occupational program designed for students over 15 years of age who are terminal, potential dropouts, or otherwise academically and socioeconomically disadvantaged and who cannot qualify for technical Class A vocational programs.

The State Education Department provides Federal funds, and the New York State Employment Service offers testing facilities in this basic project which presents vocational opportunities to those students about to become workers, and extends vocational education to persons previously not served.

In a program operating at the present time in Freeport, L. I., a vocational counselor screens potential students through aptitude and reading tests to locate those who would benefit from training as gasoline service station attendants, body-fender repairmen, small engine mechanics, boatyard workers, and building maintenance men. Selected students then receive sufficient saleable skills to enter a service or semiskilled occupation.

Funding:

Through the Federal Vocational Education Act of 1963

For information about this project, contact:

Christopher Warrell
Superintendent of Schools
Freeport, N. Y.

FOR

DISADVANTAGED

ADULTS

MANPOWER DEVELOPMENT MULTIOCCUPATION PROJECT

Manpower programs providing basic education and occupational training for disadvantaged youth (16-21 years of age) and adults (22 years of age and over) are initiated locally by Employment Service Offices. The State Education Department then selects authorized training agencies which include public school boards of education, private schools, and colleges, and provides consultant, administrative, and supervisory services.

The idea is to provide occupational training and all the prerequisite services necessary to prepare an individual for employment in a known job opportunity.

Currently operating in nine districts throughout the State, the program allows trainees to receive stipends while they are studying. After trainees are screened through a testing program, they are referred to a specific training agency. Phase one includes remedial education, guidance and psychological services, and remedial health services. Phase two continues these services and provides training for a specific occupation.

Participating School Districts:

Albany	Nassau County	Syracuse
Binghamton	New York City	White Plains
Buffalo	Rochester	Utica

Funding:

Funds are available under the Manpower Development and Training Act of 1962 to pay the total cost. Beginning fiscal 1967, contribution will be 10 percent State or local sources and 90 percent Federal funds.

For information on multioccupation projects, contact:

Carl Benenati
Chief
Bureau of Manpower Development and Training
State Education Department, Albany

ADULT BASIC EDUCATION

This continuing education program, begun in 1965, is designed for adults over 18 years old with less than 8th grade competency in reading, writing and arithmetic. The State Education Department gives help and leadership to school districts so they may provide a maximum number of classes for undereducated adults.

The Department's goals in the program are:

1. to help undereducated adults develop basic education skills;
2. to help underskilled adults increase their chances for useful employment; and
3. to help undereducated adults enhance their daily lives as parents and citizens.

In more than 50 local school districts throughout New York State, undereducated adults meet 10 to 15 hours each week, day and/or evening, in groups averaging 15 students. The groups are usually organized into classes on four instructional levels, providing 200 hours of instruction.

Participating School Districts:

Participating school districts are listed on page 39.

Funding:

The Basic Education Program is 90 percent funded by the Economic Opportunity Act, Title II-B, with the State providing the remaining costs

For information about a continuing education program in your district, contact:

Alfred Houghton
Chief
Bureau of Basic Continuing Education
State Education Department, Albany

BASIC EDUCATION FOR WELFARE ADULTS

Another continuing education program, similar to the Basic Adult Education program, is designed for adults over 18 years of age, with less than 8th grade competency in basic education skills but who are *public welfare recipients.* The Department gives help and leadership to the local districts and local welfare officials in conducting a maximum number of classes for undereducated welfare adults.

The goals in this program are similar to the Adult Education Program, but with 2 additional aims—making the welfare adult escape dependency and improving his competency as a citizen.

Certified public school teachers furnish 600-800 hours of instruction in a typical program. Classes averaging 15 students meet at day and/or evening sessions from 6 to 25 hours each week.

Participating School Districts:

The 17 local school districts participating in this project are listed on page 39.

Funding:

Federal and State funds are available through the Department of Social Welfare

For information about Welfare Adult Programs, contact:

Alfred Houghton
Chief
Bureau of Basic Continuing Education
State Education Department, Albany

BASIC ADULT EDUCATION CURRICULUM DEVELOPMENT

The Bureau of Continuing Education Curriculum Development is a new unit of the State Education Department working on numerous "breakthrough" projects directed toward adults and out-of-school youths (16-21 years old). The projects involve the new curriculum areas of practical government, health and nutrition, consumer education, parent education and family life, as well as elementary skills in reading, handwriting, and arithmetic.

The major objective of the new unit is to provide teachers with practical, down-to-earth materials designed to build both skills and everyday working concepts in the older youth and adult population needing this kind of education.

One aspect of the project is the development of a packet of materials for the teacher, including the following items: lesson plans; student worksheets; a filmstrip; a large flip chart; an inexpensive plastic recording which the student can take home for reinforcement or enrichment purposes.

Adult education programs throughout the State of New York will use these curriculum materials when they are developed. The U. S. Office of Education also will review them for national distribution.

Funding:

State and Federal funds, including the Economic Opportunity Act, Title II-B, and the Elementary and Secondary Education Act, Title I

For information, contact:

Mrs. Vivienne Anderson
Chief
Bureau of Continuing Education Curriculum Development
State Education Department, Albany

PARTICIPATING SCHOOL DISTRICTS

PARTICIPATING SCHOOL DISTRICTS

Teaching Reading to Disadvantaged

Centereach
Chenango Park
DeWitt
Freeport
Lindenhurst
Liverpool
Marcellus
Mannsville
Merrick
Middle Island
New Rochelle
Oneida
Ossining
Port Chester
Ramapo
Rochester
Roosevelt
Sauquoit
Syracuse
Westbury
Yonkers

Project TALENT SEARCH

Akron
Baldwin
Bellport
Canajoharie
Carthage
Centereach
Deposit
Dunkirk
East Syracuse
Galway
Gloversville
Gowanda
Great Neck
Harpursville
Hornell
Hudson
Huntington
Liberty
Mamaroneck
Manhasset
Mineola
Monroe-Woodbury
Monticello
New York Mills
Niagara-Wheatfield
North Tonawanda
Nyack
Ossining
Altmar-Paris-Williamstown
Oswego
Peekskill
Perth
Ravena-Coeymans
Rensselaer
Salamanca
Salmon River
Southampton
South Kortright
Springfield
Troy
Uniondale
West Hempstead
Wyandanch

Project ABLE

Albany
Amsterdam
Brentwood
Buffalo
Freeport
Goshen
Greenburgh #8
Hempstead
Ithaca
Jamestown
Kingston
Long Beach
Mount Kisco
Mount Vernon
New York City
Newburgh
Niagara Falls
South New Berlin
Oppenheim-Ephratah
Roosevelt
Rochester
Schenectady
Suffern
Syracuse
Utica
White Plains
Windsor
Yonkers

Summer Schools for Migrant Children

Amsterdam	Newburgh	South Cayuga
East Cutchogue	North Rose	Spring Valley
Farnham	Nyack	Warwick
Frankfort-Schuyler	Port Byron	Wayne
Hempstead	Red Creek	Westmoreland
Highland	Savannah	West Winfield
Lyons	Sherrill	Williamson
Marlboro	Sodus	Wolcott
Mooers	South Orangetown	

Project STEP

Albany	Ithaca	Port Byron
Amsterdam	Levittown	Rochester
Brentwood	Main-Endwell	Seaford
Clarence	Medina	Sewanhaka
Colonie	Mineola	South New Berlin
Endicott	Monticello	Spring Valley
Glen Cove	New York City	Syracuse
Glens Falls	North Babylon	Vestal
Greece	North Tonawanda	Watertown
Hempstead	Nyack	Yonkers
	Niagara-Wheatfield	

Project REENTRY

Albany	Glen Cove	Plainview
Auburn	Katonah	Schenectady
Buffalo	Malone	Sidney
Carthage	Mount Vernon	Syracuse
Delhi	New Rochelle	Troy
Elmira	Niagara Falls	Watertown
Freeport	Oneonta	Yonkers
	South Kortright	

Adult Basic Education

Albany	Hewlett-Woodmere	Peekskill
Amityville	Kenmore	Port Chester
Auburn	Kingston	Potsdam
Binghamton	Lawrence	Poughkeepsie
Brentwood	Long Beach	Rensselaer
Buffalo	Mamaroneck	Riverhead
Centereach	Massena	Rochester
Central Islip	Mohegan Lake	Schenectady
Dunkirk	New Rochelle	Spring Valley
Freeport	New York City	Syracuse
Fulton	Newburgh	Tonawanda
Geneva	Niagara Falls	Troy
Glen Cove	North Syracuse	Utica
Gouverneur	North Tonawanda	Westbury
Great Neck	Nyack	White Plains
Hempstead #2	Olean	Wyandanch
Hempstead	Ossining	Yonkers

Patchogue-Medford

Basic Education for Welfare Adults

Albany	Massena	Potsdam
Amityville	Mount Vernon	Rochester
Auburn	New Rochelle	Syracuse
Brentwood	New York City	Utica
Heuvelton	Niagara Falls	White Plains

Yonkers

Work Study Programs

Albany
Amsterdam
Auburn
Brentwood, UFSD 12
Buffalo
Copiague, UFSD 5
Dunkirk
East Meadow, UFSD 3
East Syracuse-Minoa
Union Endicott
Freeport, UFSD 9
Geneva
Glen Cove
Gouverneur
Melville
Hempstead
Islip Terrace
Jefferson C.C.
Lackawanna
Sachem CSD #5
Levittown
Lindenhurst
Long Beach
Mamaroneck
Mineola
Mount Vernon
New Rochelle
City of New York
Niagara Falls
Niskayuna
Northport
Guilderland Center
Glen Head
Oceanside
Plainview
Commack
BOCES Bolton Landing
Bryam Hills
Ossining
Owego
Peekskill
Port Washington
Poughkeepsie
Rochester
Fort Edward
Schenectady
Sewanhaka
Sloan
Syracuse
Troy
Utica
Vestal
Watertown
White Plains
Wyandanch
Yonkers
Broome Tech. C.C.
Manhattan C.C.
Bronx C.C.
Corning C.C.
Fulton-Montgomery C.C.
Kingsborough C.C.
New York City C.C.
Niagara County C.C.
Onondaga C.C.
Orange County C.C.
Great Neck
BOCES Chemung-Tioga
BOCES Chautauqua
Dekalb Junction
Queensborough C.C.C.
Staten Island C.C.C.
West Babylon
West Islip
Watervliet
Alfred A.&T. Inst.
Cobleskill A.&T. Inst.
Canton A.&T. Inst.
Delhi A.&T. Inst.
Erie County Tech.
State U., Farmingdale
Fashion Institute
BOCES Buffalo #1
BOCES Batavia
BOCES Clinton County
BOCES Erie #2
BOCES Rockland County
BOCES Westchester County
Ravena-Coeymans Selkirk
Windsor
Canajoharie
Middle County Central
Middle Island Central
Oyster Bay-East Norwich
St. Johnsville
Fort Plain
Roosevelt
East Rochester
West Irondequoit
Bethpage
Canton

Seminar on Africa

Baldwinsville
Canastota
Cazenovia
Chittenango
Jamesville-DeWitt
La Fayette
Liverpool
Mannsville-Manor
Marcellus
Oneida
Syracuse (North)
Syracuse

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